

CLAIRES COURT SCHOOLS THE SIXTH FORM



CURRICULUM STATEMENTS 2010 – 2011

YEAR 13

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY

SUBJECTS

Introduction
English Literature
Mathematics
Further Mathematics

SCIENCES

Biology
Chemistry
Physics

LANGUAGES

Spanish

HUMANITIES

Geography
History
Media Studies
Psychology
Physical Education
Business Studies
Economics
Law

CREATIVE

Drama and Theatre Studies
Music
Art
Photography
Design Technology – Product Design
Food Technology

INTRODUCTION

This book contains curriculum statements for all the subjects available to year 13 students. Each statement contains information about the content of the A2 course and the assessment requirements. In many cases it outlines what will be taught term by term and details the coursework component of the subject.

Students enter year 13 having successfully completed an AS level in their chosen subjects. To obtain a full A level, students have to study a further three modules, except for Art and Law involve the completion of two longer units. As in year 12 students usually have four 70 minute lessons per week in each of their chosen subjects and are expected to research topics in order to complete assignments which are set on a regular basis. It is expected that students will spend 2 to 3 hours per subject per week completing homework and reading the necessary texts. In this second year of sixth form study, students should be working more independently and taking responsibility for their own learning in preparation for the Higher Education courses which the majority will undertake after leaving school.

Some subjects, as indicated in the individual statements, enter candidates for a modular examination in the January but the vast majority of AS examinations occur in May and June. In order to progress to a full A level in a particular subject, students need to be successful at AS level.

At the start of this academic year, the majority of students will be applying to universities or colleges for degree courses through the UCAS system. Students will be required to write a personal statement to support their application which must be completed the end of the Autumn Term at the very latest. Their personal tutor will give them assistance with this application procedure. Universities and colleges make conditional offers to students which are dependant on them gaining specific grades or points in their A levels examinations.

Mr A Giles – Head of Sixth Form email arg@clairescourt.com



ENGLISH LITERATURE



Curriculum Statement : A2 : 2010/2011 ENGLISH LITERATURE – A2 (Edexcel)

Unit 3: INTERPRETATIONS OF PROSE AND POETRY (Mr. Hudson) (60%) (2 hour 45 minute examination) (open text without notes)

Two double lessons per week for the duration of the year.

Section A :

Students will select either one unprepared prose passage or one unprepared poem presented in the paper. In their response students will explore, through close reference, the writer's choice of structure, form and language when shaping meaning.

Section B :

Students will be presented with a reader's comment. Students will write about their response to their texts in the light of this comment, referring to at least two of the texts they have studied.

Unit 4 : REFLECTIONS IN LITERARY STUDIES (Mrs. Fearn) (40%) (Coursework)

Two double lessons per week for the duration of the year.

This unit allows teachers and students **free choice of texts**, unrestrained by date requirements or genre, in order to undertake independent reading and research. The three texts chosen could include works of literary criticism or cultural commentary. They should not be texts that have previously been assessed in any other unit. Texts may be studied and tasks chosen for the group or the individual as appropriate to the centre. The texts may relate to each other in a variety of ways, such as by movement, period or author. The requirement that **three** texts should be 'studied' in this unit should be interpreted to mean that, in preparation for writing coursework, students will study one text in detail, drawing upon their knowledge of a further text(s) and/or exploring relevant critical reception.

Teachers and students may take the opportunity to develop interests aroused by the study of texts in other units or by types of texts not considered elsewhere. As readers and critics of literary texts, students should demonstrate that they have synthesised and reflected upon their knowledge and understanding gained throughout the course. Together with Unit 3, this unit is synoptic and requires students to demonstrate that they can read and respond independently and with increasing depth in their responses. To support informed student choices of texts further guidance is provided in the tutor support materials.

Contact Person - Mr. OBJ Olivier email obo@clairescourt.com



MATHEMATICS



Course: Edexcel Advanced GCE Specification
Examinations: January and June
A2 Mathematics consists of three modules: *(all examinations carry equal weighting for the final grade)*

Core 3: Pure Maths: Algebraic skills, particularly trigonometry and transforming graphs.

90 minute, calculator examination taken in January

Core 4: Pure Maths: More algebraic skills, introduces harder trigonometry and logarithms.

90 minute, calculator examination taken in June

Options for final applied module

Mechanics 2: Applied Maths: Further skills to model real life problems to predict motion.

90 minute, calculator examination taken in June

Decision 1: Applied Maths: A new branch of mathematics dealing with logic and networks.

90 minute, calculator examination taken in June

These combine with the modules taken in year 12 to form the A-level qualification. Module examinations can be retaken if needed.

Textbooks: Heinemann Modular Mathematics for AS and A-level - £13.50 each module
Core 3, Core 4 and either Mechanics 2 or Decision 1
Revision books - £6.25 each – though not all units are available.
Worksheets and past examination papers may also be used.

Homework assignments will be set throughout the year for students to practise solving problems with the skills that they have learnt. Help will be available in lessons and at any other mutually convenient time.

A scientific calculator is essential for all A2 modules with the same restrictions as AS mathematics.

Please contact Mr Fisher (dwf@clairescourt.com) if you have any queries or concerns regarding the course.

Core 3:

Autumn Term

- The exponential and log functions.
- Numerical methods.
- Transforming graphs of functions
- Trigonometry.
- Further trigonometric identities
- Differentiation

Lent Term

- Revision and practise for the module examination

Mechanics 2:

Autumn Term

- Projectiles
- Work, power & energy.
- Collisions.
- Statics of rigid bodies

Lent Term

- Centre of Mass
- Velocity & acceleration when displacement is a function of time.
- Differentiating & integrating vectors.

Summer Term

- Revision and practise for the module examination.

Core 4:**Lent Term**

- Partial Fractions
- Coordinate geometry in the (x,y) plane
- The binomial expansion
- Differentiation
- Vectors

Summer Term

- Integration
- Revision and practise for the module examination

Decision 1**Autumn Term**

- Algorithms
- Graphs and Networks
- Algorithms on networks
- Route inspection

Lent Term

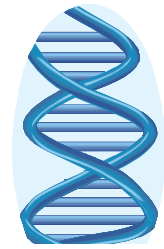
- Critical path analysis
- Linear programming
- Matchings

Summer Term

- Revision and practise for the module examination.



BIOLOGY



The A2 curriculum outline is as follows:

All students study the OCR Advanced GCE Specifications, which meet the QCA requirements. There are 8 lessons of Biology a week on the timetable, which are taught by Biology specialist subject teachers. Following the Advanced Subsidiary modules in Year 12 there are three further modules of work to be studied over one year leading to a Biology Advanced GCE qualification. The text book used is CAMBRIDGE OCR A2 Biology.

The specification allows for the award of grades A – E.

Candidates take:-

At A2 level: Unit F214 Communication, Homeostasis and Energy (30% weighting)
 Unit F215 Control, Genomes and Environment (50% weighting)
 Unit F216 Practical skills in Biology 2 (20% weighting)

Unit F214 Communication, Homeostasis and Energy

- Communication
- Nerves and Hormones
- Excretion
- Photosynthesis & Respiration

Examination: January Year 13-1hr
A2:30%

Unit F215 Control, Genomes and Environment

- Cellular control
- Biotechnology
- Ecosystems and sustainable development
- Responding to the environment

Examination: June Year 13 -1hr45
A2:50%

Unit F216 Practical skills in Biology 2

Pupils complete a qualitative, quantitative and evaluative task as part of the internal assessment of practical skills. (20%)

Examination: June Year 13 1hr

Continual assessment Years 12 and 13 consists of internal testing, past paper completion, peer teaching assignments and research projects.

All 6 units taken across the two years make up the final A level grade for Biology.

Throughout the year the progress of the students will be monitored carefully, through homework set, end of topic tests and mock exams. The dates of the module exams are fixed by the examining group and cannot be changed.

The following websites form part of the support available to pupils studying Biology

www.biologymad.com

www.ocr.org.uk

www.cellsalive.com

www.labrats.edublog.org

www.biology4all.com

www.squashedfrogs.com

www.phschool.com/science/biology_place/labbench/lab9/intro.html

http://www.diatronic.co.uk/nds/webpub/dissociation_curve.htm

<http://heartlab.robarts.ca/dissect/dissection.html>

Contact Person - Mrs S Wolton email spw@clairescourt.com



CHEMISTRY



All students study the OCR Advanced Level GCE Specification H034. A2 Chemistry requires the study of three units. Two units are tested by written examinations, one in January and one in June. The remaining unit involves the assessment of practical skills which is carried out internally by the teacher and moderated by the examination board.

<u>Unit</u>	<u>Title</u>	<u>% of A2 course</u>	<u>Date Examined</u>	<u>Exam Type</u>	<u>Number of Marks</u>	<u>Description of Assessment</u>
F324	Rings, Polymers and Analysis	15%	26 Jan 11, am	1 h written paper	60 marks	Candidates answer all questions.
F325	Equilibria, Energetics and Elements	25%	15 June 11, pm	1 h 45 min written paper	100 marks	Candidates answer all questions.
F326	Practical Skills in Chemistry 2	10%	ongoing	Course work	40 marks	Candidates complete three tasks set by OCR.

A2 examinations require the use of knowledge and understanding acquired during the AS course. All examined units contain some synoptic assessment and Stretch and Challenge questions. The practical skills module is assessed by a series of short task tests, produced by the examination board, which are completed under controlled conditions. Tasks are marked by the centre using a mark scheme written by OCR. These are used to assess the candidate's qualitative, quantitative and evaluative skills. Each skill area can be tested more than once and the best mark is submitted to the board for moderation.

The subject is taught using a practical approach where possible. Students will be expected to take notes during some lessons, carry out tasks and complete simple exercises. They will be expected to carry out set work at home to consolidate their learning. Students are expected to use the internet and other resources, such as those given in their independent learning guide, to research projects for assignments and coursework. Marks from assignments, as well as progress in lessons, will be used to grade students half-terminally.

The main course textbook is OCR Chemistry for A2 published by Heinemann which is supplemented by two Student Unit Guides, published by Philip Allan.

Autumn Term – completion of Unit F324, and commencement of Unit F325

Polymers	p46-53
Synthesis	p54-67
Chromatography	p74-83
Spectroscopy	p84-103
Rates of Reaction	p110-125
Equilibrium	p126-133
pH	p134-157

Practical Skills tests will be carried out throughout the term.

Revision for January modular examination.

Lent Term – completion of Unit F325

Enthalpy
Electrochemistry
Transition Elements
Complex ions
Redox Titrations
Practical Skills tests will be carried out throughout the term.

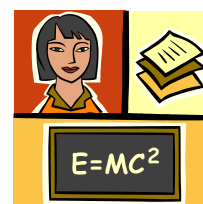
p166-181
p182-193
p202-206
p207-216
p217-223

Summer Term – completion of Unit F322
Revision for June modular examination.

Contact person - Miss J Palmer email jep@clairescourt.com.



PHYSICS



All students study the OCR Advanced Subsidiary GCE Specifications, which meet the QCA requirements. There are 8 lessons of Physics a week on the timetable, which are taught by Physics specialist subject teachers. There are three modules of work to be studied over one year leading to a Physics Advanced Subsidiary GCE qualification. The text book used is CAMBRIDGE OCR A2 Physics.

The specification allows for the award of grades A – E.

Candidates have taken the Physics Advanced Subsidiary GCE:-

Unit G481 Mechanics	(15% weighting)
Unit G482 Electrons, Waves and Photons	(25% weighting)
Unit G483 Practical Skills	(10% weighting)

Candidates take:-

Unit G484 The Newtonian world	(15% weighting)
Unit G485 Fields, particles and frontiers of physics	(25% weighting)
Unit G486 Practical Skills	(10% weighting)

The module exams are set and marked by the examining board and are sat in 2 exam sessions in January and June of year 13 on completion of a module. The Practical skills unit is internally assessed and is tested throughout the course. It is vitally important that students prepare thoroughly for these module exams as the marks obtained contribute towards the final Physics Advanced Subsidiary GCE grade.

Autumn term – Unit G484: The Newtonian world

Momentum

p1 - p24

Circular motion

p25 - p73

Thermal physics

p74 - p102

REVISION FOR UNIT 1 EXAM JANUARY

p1 - p102

Lent term – Commencement of Unit G485: Fields, particles and frontiers of physics

Electric and magnetic fields

p103 - p138

Electromagnetic induction and capacitors

p139 - p177

Nuclear physics

p178 - p225

Medical physics

p226 - p260

Cosmology

p261 - p285

Summer term – Continuation of Unit G485

REVISION FOR UNIT 2 EXAM IN JUNE

p103 - p285

Throughout the year the progress of the students will be monitored carefully, through homework set, end of topic tests and mock exams. **The dates of the module exams are fixed by the examining group and cannot be changed.**

Contact Person - Mrs H Williams email haw@clairescourt.com



SPANISH



In Year 13 pupils who have chosen to study Spanish to GCE for A2 have 8 lessons per week and four pieces of homework. Pupils will also be expected to make use of Spanish resources both in school and at home (eg. Internet, TV, radio) and listen to, read and learn vocabulary from a variety of different media **on a daily basis**.

Participation in school trips organized by the Spanish department is advisable and pupils are **encouraged to visit the country privately or organize an exchange**.

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach.

Pupil progress is monitored regularly through vocabulary tests, topic tests and class work and homework exercises.

A2 Course Content:

Environment –pollution, energy and protecting the planet

The Multi-cultural Society – immigration, integration and racism

Contemporary Social Issues – Wealth and Poverty, law and order, scientific and technological progress

Cultural Topic – the study of a target-language speaking novel or film.

The GCE A2 examination consists of 2 units:

Unit 3: Listening, Reading and Writing (35% of total A level)

Candidates will answer a range of questions based on approximately 6 minutes of heard material and on a selection of written texts. They will also respond in writing to a question based on one of the four A2 cultural topic areas.

Unit 4: Speaking Test

Candidates will present a point of view based on a target-language stimulus card from one of the A2 topic areas and take part in a conversation covering two further A2 topics.

Contact Person - Mrs. Alicia JL Enders email: aje@clairescourt.com



GEOGRAPHY



Exam Board: OCR AS Level GCE Geography (H483)

Lessons: 4 x 70 minutes per week

Homework: 4 hours per week in the form of set tasks and extra reading and note taking

Assessment: In accordance with GCE criteria.

Text Books: 1) OCR A2 Geography, Dove et al, 2008, Heinemann
2) A2 Geography, Michael Raw, 2009, Philip Allan

PROGRAMME OF STUDY

Term	Year 13
<p>Autumn</p>	<p>Unit 764 – Geographical Skills Students are required to become proficient in a range of research and investigative skills, including:</p> <ul style="list-style-type: none"> • The use of modern technologies (map interpretation, GIS etc) • Statistical Analysis (mean, median, mode, standard deviation, Spearman's Rank etc) • Presentational Techniques (graphs, flow charts, proportional symbols etc) • Analysis and evaluative comments based on evidence <p>The six steps of an investigation from hypothesis to summarising will be covered in depth using the fieldwork trip to Malham as a basis and method of data collection.</p> <p>Unit F763 – Global Issues Divided into two sections – Environmental Issues and Economic Issues; where you will study 1 Environmental issue and 2 Economic issues.</p> <p>This term you will study Globalisation, an economic issue. Students will develop a knowledge and understanding of the meaning of 'globalisation', why it has developed and its implications for communities and the environment. A variety of case studies will be studied.</p>
<p>January</p>	<p>A2 Examination: F764 Geographical Skills (1 ½ hrs / 80 marks - 20% of total A level)</p>
<p>Lent</p>	<p>Unit F763 – Global Issues</p> <p>A second economic issue is studied; Population and Resources Students will develop a knowledge and understanding of the meaning of 'resources', their variability in supply, type and locational extent. Population, in turn, should be seen both as a stimulation for the development and exploitation of resources and as consumers of</p>

	<p>resources. A variety of case studies will be studied.</p> <p>The environmental issue to be studied is Earth Hazards Students will develop a knowledge and understanding of the meaning of 'hazards', their degree of predictability and that they make both short- and long-term impacts on an environment and community. A variety of case studies will be studied.</p>
Summer	<p style="text-align: center;">A2 Examination: F763 Global Issues (3 hrs / 120 marks – 30 % of total A Level)</p>

The aims of A2 Geography are to develop the following skills within the geographers:

- Identify and quantify global issues
- Appreciation of place
- Understanding of the interdependence of environments and the dynamic interaction between people and the environment
- Knowledge of use of modern technologies – GIS, remote sensing etc
- Development issues
- Ability to synthesise understanding and knowledge from physical and human geography to develop explanation, connections and make evaluative judgements
- Carry out independent fieldwork
- Understanding of new ideas and developments about the changing nature of geography in this new millennium
- Critically reflect and evaluate the limitations and potential of educational methods both inside and outside of the classroom

Contact Person - Mrs Nerys Jones

email nej@clairescourt.com



HISTORY



A2-THE SPECIFICS:

Two unequally weighted units are studied. Both of the units extend and expand the skills tested at AS.

Methodology:

4 double periods a week, two on each Unit. The Units will be taught concurrently.

Students are expected to undertake personal study and research outside of lesson time, especially for Unit 4.

The exact dates for the deadlines for the two Unit 4 essays will be notified early in the course; one will be expected at the end of the Autumn Term and the remaining one at the end of the Lent Term.

Unit 3: Depth studies and associated Historical controversies (60% of A2).

Content summary:

Students undertake a study in some depth at a more demanding level than that required in Unit 2. Students gain a firm understanding both of the selected chronology and of key issues, problems and debates associated with it. Each of these studies in depth enables students to explore the nature of challenges and conflict both within the period and relating to the societies and/or political systems studied. Students demonstrate their understanding by answering an essay question requiring them to reach a developed and substantiated judgement. The unit also enables students to work with secondary sources selected to provide evidence of differing views about defined associated historical controversies. Making use of evidence skills developed in Unit 2 and elsewhere, students reach judgements grounded in knowledge of the relevant historical issues and overall context by use of analysis, cross-referencing and evaluation of historical claims.

Students will study:

B1 France 1786-1830: Revolution, Empire and Restoration.

- The onset of revolution and the collapse of absolute monarchy, 1786-89.
- Terror and reaction, 1793-99: war and terror; the Thermidorean reaction and the Directory.
- France under Napoleon, 1799-1807: from Consulate to Empire; Napoleon's domestic reforms.
- The Bourbons restored: Louis XVIII and the Charter; Charles X and the Revolution of 1830.

Associated controversies

- a) Why did constitutional monarchy fail in the years 1789-92?
- b) Why did the Napoleonic Empire collapse in 1814?

Assessment for Unit 3:

Written examination of 2 hours.

Each option paper will be divided into Sections A and B. Candidates will be required to answer the following from their chosen topic:

- One question in section A out of a choice of two (30 marks). The essay questions will have an analytical focus that will require candidates to reach a substantiated judgement on a historical issue or problem.
- One question in section B out of a choice of two (40 marks). The question will require candidates to compare the provided source material while exploring an issue of historical debate, and to reach substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy.

Unit 4: Historical Enquiry (Coursework. 40% of A2).

This unit enables the students to demonstrate their personal engagement with a variety of reading and research on a topic. As a group, the students will be taught the wider historical context; they will also be given guidance on how to tackle their individual work.

The role of the teacher in this unit is to monitor and supervise the students' enquiries.

Individually the students will need to keep a 'logbook' or Resource Record of their researches, which will be checked and initialed by the teacher. Nevertheless, the students will be given practice in writing answers which focus on the concepts of change, significance and the exploration and analysis of source material.

Content summary:

Students address key aspects of a chosen theme over a period of at least 100 years in order to develop their understanding of the process of change over a long period. They will investigate issues relating to their causes and consequences, both long- and short-term, and will demonstrate an understanding of factors that may accelerate, consolidate or retard the process of change. Students will follow a short introductory course which provides an overview of the key strands of development in the chosen topic over a period of at least 100 years. The course will provide the context for students' enquiries. Students will complete an assignment in **two** parts. Each part is equally weighted within the marks allocated. Part A will comprise an enquiry in depth into the short-term significance of a key event or individual within the period of study. In Part B, students will set their chosen event or individual in a broader context, exploring the process of change within the wider timeframe. The maximum permitted word length of the total assignment is 4000 words. While a precise word limit is not attached to its constituent parts, students are advised to devote approximately 2000 words to each part.

Students study

CW22: The Changing Role of Women c.1850-1950

Focus: The changing role and status of women at work and in the home and factors driving those changes.

- Role and status of women in the economy.
- Women's changing role within the political system.
- Educational opportunities for girls and women.
- The changing domestic role of women.

Assessment for Unit 4:

Internally assessed, externally moderated.

Part A: An extended essay which addresses the question that was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to: assess the significance of the chosen individual or event in the short term interpret, evaluate and use sources in their historical context (25 marks).

Part B: An extended essay which addresses the question which was posed as the focus of the enquiry. The enquiry must provide evidence of students' ability to: identify relevant issues and make use of relevant reading and other data as appropriate in pursuit of the enquiry assess the significance of the chosen factor or event with other events and forces for change in the period (25 marks).

Contact Person - Mrs J Wilding email jaw@clairescourt.com



MEDIA STUDIES



Autumn term

Students study:

REPRESENTATION

Teen representation via films, TV and newspapers and the internet (MySpace, Youtube)
Representation of British people via films/American TV and British TV and newspapers
Discussion of how theoretical perspectives can be applied to texts studied – Neomarxist pluralist, reception theory, uses and gratifications, desensitisation theory, cultivation theory, Frankfurt School, etc. The focus is on why a text is like it is and the aim is to encourage an interrogative approach to what students see. Previously unseen texts are discussed to develop skills for the MEST 3 exam.

NEW MEDIA

Dystopia and utopian theories of new media
Institutional effects of new media (BBC/Sky and how these and others adapted)
Audience empowerment and the new media – how real is it?
Extremism and new media
TV series Virtual Revolution – available on Internet –initial source.
Theories (audience and genre – Neale, Ryall, etc)
Essays are set weekly to consolidate knowledge and practise essay writing skills.
Homeworks are set that involve taking notes and writing up findings from background reading. There is also regular tests.
Students take the MEST 3 exam in January

Lent term

The first two weeks is given over to a strict revision timetable to consolidate all that has been learnt in the previous term. Any issues are ironed out and timed essay practice is the order of the day.

Students build on what they have learned in the previous term by developing another production and with a 2000 word write up exploring an issue such as representation or genre.

Lessons are given over to discussing students' individual work and production progress, evaluating research as well as working on a series of drafts.

Final Term

The production is finished off. Students work on revising for the Mest 3 if they are retaking Unseen texts are discussed. Students write up timed pieces and in the following lesson model essays are given out. – Students work on reading around the subject and writing timed essays on representation and genre. Audience theory and media theories are studied in detail and applied to texts.

Basic reading includes:

A2 Media Studies- the essential introduction

Allisonmedia.net

Student Guide to A2 Media Studies

The Students Guide to Theory (CD)

www.theory.com

An extensive bibliography is given out for students to make use of throughout the year.

Contact Person – Ms D Snow

email des@clairescourt.com



PSYCHOLOGY



Before starting the Advanced course, students must have successfully completed the Advanced Subsidiary, as the marks achieved in this course are 50% of the total marks for the full A level.

Students study the AQA 'A' Advanced GCE specification. The course consists of two modules, which are examined in January and June.

Module title	Examination session	Duration of examination	Full A level weighting
PSYA 4	January	2 hours	25%
PSYA 3	June	1 hour 30 minutes	25%

The subject is taught using practical work where possible. Students will be expected to take notes during lessons and to keep a well-organised file. They will be expected to read their textbook to supplement these notes. They will be given past paper questions to test their understanding of the topics covered in lessons. These questions will be a mixture of essay-based extended writing and applied practical knowledge. All work will be marked according to the AQA A Level criteria and these marks will be used to assess progress every half term.

Students will be expected to use the library and read around the subject; use the Internet to access specific psychology related sites and watch relevant programmes on television.

The main course textbook is:

"Psychology A2 for AQA A" by M. Cardwell et al (4th edition)

Autumn Term

The first week will be spent studying the issues and debates that underpin A2, as well as an introduction to the principles of how science works within a psychological context.

PSYA4:

Section A: Psychopathology. The chosen disorder is Obsessive Compulsive Disorder. Students will need to understand classification and diagnosis, biological and psychological explanations for OCD and the appropriate biological and psychological therapies.

End of topic test based on past examination questions.

Section B: Psychology in Action. The chosen topic is the psychology of addictive behaviour. This will include models of addictive behaviour, such as biological and cognitive models, and factors affecting addictive behaviour and methods for reducing addictive behaviour.

End of topic test based on past examination questions.

Section C: Psychological Research and Scientific method. This will be taught throughout the term, with students conducting their own practical research and using the methods, such as inferential statistical analysis, that they were taught at the end of year 12.

Weekly tests/assignments.

Revision for January Module

Lent Term

PSYA3:

The three topics that have been chosen for this module are:

- Biological rhythms and sleep: biological rhythms, sleep states and disorders of sleep.
- Aggression: social psychological approaches to explaining aggression, biological explanations of aggression and aggression as an adaptive disorder.
- Gender: psychological explanations of gender development, biological influences on gender and social contexts of gender role.

Full details of the content of each topic can be found in the Psychology Handbook, or on the AQA web site.

Students will be expected to develop knowledge, understanding and skills of evaluation in relation to relevant theories and studies in each of the three topics. They will also need to develop an appreciation of the issues and debates as relevant to each topic. As this paper is an essay-based paper, students will also need to develop the skills of extended writing. *There will be continuous assessment, using essays throughout the term.*

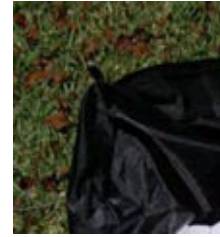
Summer term

Revision for June module.

Contact Person - Dr S Berman email sfb@clairescourt.com



PHYSICAL EDUCATION



All students study the OCR Advanced GCE Specifications. There are 8 lessons of Physical Education a week on the timetable which are taught by Physical Education specialist teachers. There are two units of work to be studied over one year leading to a Physical Education Advanced GCE qualification. The specification allows for the award of grades A – E.

Units Studied/Main Topics

Unit G453: Principles & Concepts Across Different Areas of Physical Education

Section A – Socio-Cultural Options

Historical Studies (Option A1)

- Popular recreation in pre-industrial Britain
- Rational recreation in post-industrial Britain
- 19th C public schools and the development of athleticism
- Drill, physical training and Physical Education in state schools

Comparative Studies (Option A2)

- The United Kingdom
- The United States of America
- Australia

Section B – Scientific Options

Sports Psychology (Option B1)

- Individual aspects of performance
- Group dynamics of performance and audience effects
- Mental preparation for physical activity

Biomechanics (Option B2)

- Linear motion in physical activity
- Force and physical activity
- Fluid mechanics and physical activity
- A critical evaluation of performance in selected physical activities

Exercise and Sport Physiology (Option B3)

- Energy
- Health components of fitness
- Application of the principles of training
- Performance enhancement

Unit G454: The improvement of Effective Performance and the Critical Evaluation of Practical Activities in Physical Education

- Performance
- Evaluating, appreciation and the improvement of performance

During the year the progress of students is carefully monitored through homework tasks, coursework, presentations, tests and mock examinations.

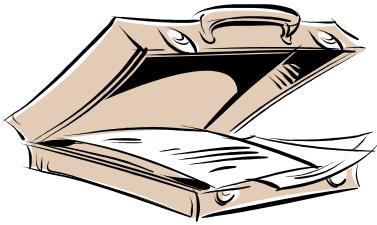
The textbooks used are:

'OCR PE for A2' – Carnell, Ireland, Mackreth, Miller, van Wely

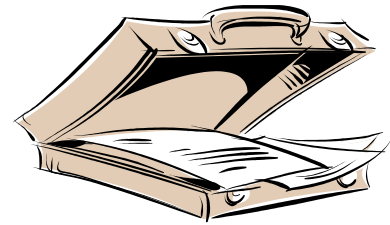
'OCR PE for A2' – Thompson, Wiggins-James, James

Contact Person - Ms J Cox

email jmc@clairescourt.com



BUSINESS STUDIES



- **THE COURSE**

Business Studies at A-level is offered as a two year full A-level course. The examination board used is AQA. The aim of the course at Claires Court is two-fold. Firstly to ensure the best possible academic results, in relation to Alys predictions, and secondly, under the assumption that most students will find themselves in some form of business in the future, to give the students a good practical foundation and knowledge of the economy for their business lives ahead.

At AS level students of Business Studies will have taken two examination modules These are :

BUSS 1 Planning & Financing a Business	60 marks/75 mins	80 UMS points
BUSS 2 Managing a Business	80 marks/90 mins	120 UMS points
TOTAL AS		200 UMS points

In Year 13 students who successfully complete the AS section of the course go on to A2 level in which they study two further modules. These are:

BUSS 3 Strategies for Success	80 marks/105 mins	100 UMS points
BUSS 4 The Business Environment & Managing Change	80 marks/105 mins	100 UMS points
TOTAL A2		200 UMS points
TOTAL A-level		400 UMS points

The Unit 3 examination is taken in January of Year 13 and the Unit 4 examination is taken in June. In addition, if students need to rewrite their AS examinations in order to improve their grades then they rewrite Unit 1 in January and Unit 2 in June.

There is no coursework element in this syllabus, but there are pre-release research tasks to assist students in writing the first section of BUSS 4.

- **A2 SCHEME OF WORK**

In Year 13, work starts on Business Strategies in the overall business and each of the four functions of Marketing, Operations, Finance and Human Resources. A double period per week is allocated to each, leading to the BUSS 3 examination in January.

After the January examination work starts on the BUSS 4 subject matter based on the pre-issued material on which part of the examination will be based with particular emphasis on the key areas of Corporate Aims and Objectives, Assessing Change in the Business Environment, and Managing Change.

In addition to the textbooks, use is made of a variety of relevant business videos and internet presentations from time to time which help to emphasise the business application of many of the concepts being studied.

Students are encouraged to watch business orientated TV programmes such as Dragons Den and The Apprentice, listen to BBC radio programmes such as Wake up to Money and Working Lunch, and to read business orientated newspapers and magazines in order to broaden their understanding of the subject. All of these are discussed regularly in the lessons.

- **ASSESSMENT**

Students are given relatively short pieces of homework each week which will be reviewed at the subsequent session of that section of the course. Homework is designed to improve their research and writing skills as well as ensuring plenty of practice in the more analytical sections of the course. Students' performance in this aspect of the course is carefully monitored. Every half term students are required to sit an end of term test which is one hour long and consists of examination style questions. Term attainment grades are only based on the results of these tests. Effort grades are based on general performance in class and homework.

- **EXTERNAL VISITS**

All students are required to attend revision sessions in London held by the Chief Examiner and his colleagues. This proves to be invaluable in providing students with an insight into the Examiners' thought process.

Where appropriate visits to local businesses are arranged from time to time.

- **ADDITIONAL ACTIVITIES**

- **Young Enterprise:** A national schools competition in which we enter a team in the Berkshire regional competition. Students are required to set up a fully fledged private limited business with shareholders and directors and a product of their own choosing that they produce and sell. Students elect their Board of Directors, including a Managing Director, from amongst their ranks. They are assisted by a teacher mentor and an external business advisor nominated by the local Maidenhead and District Chamber of Commerce. Students participate in and can win various sections of the competition in which they compete against other Berkshire schools, in addition to the possibility of being the overall regional winner. At the end of the year the company is liquidated and any profits are distributed amongst them.
- **Business Games:** A variety of internet and paper based business games which test the students' ability to assess and organise business data in a fun way.
- **Visiting Speakers:** A variety of business speakers will be visiting the school and giving short lunchtime addresses on various aspects of practical business life. Although these sessions are open to all students, business students in particular are encouraged to attend these sessions.

- **TEXTBOOK**

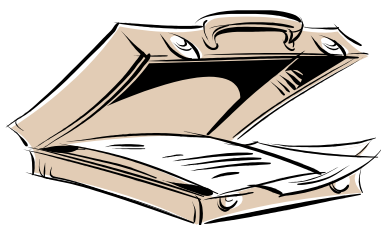
The textbooks used for this course are

AQA Business Studies for A-level by Wolinski et al

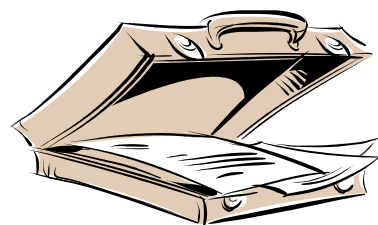
AQA Business Studies for A-level Revision Guide (CGP)

Business Case Studies for AS and A level by Marcouse et al (Longman)

Contact Person - Mr Mike Miller email mim@clairescourt.com



ECONOMICS



• THE COURSE

Economics at A-level is offered as a two year full A-level course. The examination board used is AQA. The aim of the course at Claires Court is two-fold. Firstly to ensure the best possible academic results, in relation to Alys predictions, and secondly, under the assumption that most students will find themselves in some form of business in the future, to give the students a good practical foundation and knowledge of the economy for their business lives ahead.

At AS level students of Economics will have taken two examination modules These are :

Unit 1	Markets and Market Failure	75 marks/75 mins	100 UMS points
Unit 2	The National Economy	75 marks/75 mins	100 UMS points

TOTAL AS 200 UMS points

The Unit 1 syllabus covers the economic problem and the allocation of resources in a competitive market with particular reference to production and efficiency, market failure and government intervention. This paper is written in January during Year 12.

The Unit 2 syllabus focuses on how the macroeconomy works and the measurement of macroeconomic performance with particular reference to aggregate supply and demand, the circular flow of income, and macroeconomic policy. This paper is written in June at the end of Year 12.

In Year 13 students who successfully complete the AS section of the course go on to A2 level in which they study two further modules. These are:

Unit 3	Business Economics and the Distribution of Income	80marks/120 mins	100 UMS points
Unit 4	The National and International Economy	80marks/120 mins	100 UMS points

TOTAL A2 200 UMS points

TOTAL A-level 400 UMS points

The Unit 3 examination is taken in January of Year 13 and the Unit 4 examination is taken in June. In addition, if students need to rewrite their AS examinations in order to improve their grades then they rewrite Unit 1 in January and Unit 2 in June.

There is no coursework element in this syllabus.

- **A2 SCHEME OF WORK**

In the Autumn term the four double periods each week are allocated to the Unit 3 module with the two tutors concerned, Mr Miller and Mr Brass, covering different parts of the syllabus, leading to the Unit 3 exam in January. Once the January exams have been completed, the rest of the Lent term and the first part of the Summer term have the four double periods each week allocated to the Unit 4 module with the two tutors concerned, Mr Miller and Mr Brass, again covering different parts of the syllabus, leading to the Unit 4 exam in June. In each case, once the syllabus has been completed, any aspects of the syllabus that need further attention are revisited and examination techniques are covered in detail utilising sample and real examination papers. For those students re-writing Units 1 and/or 2 additional revision sessions are organised to ensure that students are well prepared.

In addition to the textbooks, use is made of a variety of relevant economic videos and internet presentations from time to time which help to emphasise the economic application of many of the concepts being studied.

Students are encouraged to watch business orientated TV programmes such as Dragons Den and The Apprentice, listen to BBC radio programmes such as Wake up to Money and Working Lunch, and to read business orientated newspapers and magazines in order to broaden their understanding of the subject. All of these are discussed regularly in the lessons.

- **ASSESSMENT**

Students are given relatively short pieces of homework each week which will be reviewed at the subsequent session of that section of the course. Homework is designed to improve their research and writing skills as well as ensuring plenty of practice in the more analytical sections of the course. Students' performance in this aspect of the course is carefully monitored. Every half term students are required to sit an end of term test which is one hour long and consists of examination style questions. Term attainment grades are only based on the results of these tests. Effort grades are based on general performance in class and homework.

- **EXTERNAL VISITS**

All students are required to attend revision sessions in London held by the Chief Examiner and his colleagues. This proves to be invaluable in providing students with an insight into the Examiners' thought process.

- **ADDITIONAL ACTIVITIES**

- **Business Games:** A variety of internet and paper based business games which test the students' ability to assess and organise business data in a fun way.
- **Visiting Speakers:** A variety of business speakers will be visiting the school and giving short lunchtime addresses on various aspects of practical business life. Although these sessions are open to all students, business students in particular are encouraged to attend these sessions.

- **TEXTBOOK**

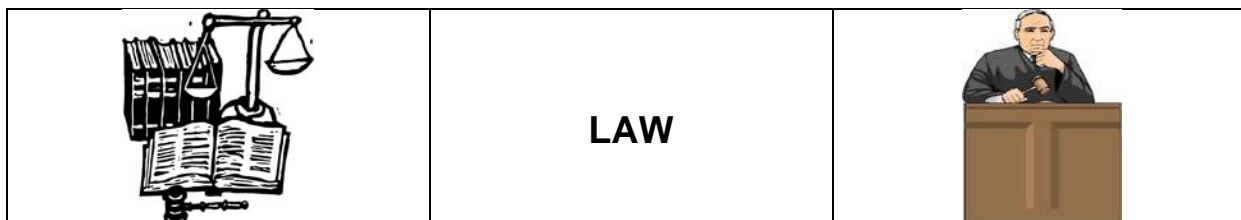
The textbooks used for this course are

AQA Economics for A-level by Copp et al (Nelson Thorne)

AQA AS Economics Student Unit Guide : Unit 3 : Business Economics and the Distribution of Income by Powell (Philip Allan Updates)

AQA AS Economics Student Unit Guide : Unit 4 : The National and International Economy by Powell (Philip Allan Updates)

Contact Person - Mr Mike Miller email mim@clairescourt.com



The Course

All students study the OCR Advanced GCE Specification. The course consists of two modules which are examined in January and June.

Module title	Examination session	Duration of examination	A2 weighting	Full A level weighting
Criminal Law Special Study	January	1.5 hours	40%	20%
Criminal Law	June	2 hours	60%	30%

Teaching is designed to provide grounding in the main principles of Criminal Law within the English Legal System. The Special Study element examines the topic in greater depth and calls upon students to develop and deploy their knowledge of precedent and statutory interpretation that were studied at AS level. Students are expected to take notes during lessons and deepen their understanding by further reading using set texts and research on the internet. Students will develop an understanding of legal method and reasoning by participating in practical exercises and debate. As the examination is essay based, regular written assignments are set. These are based on past examination questions and test understanding and knowledge of the subject matter. This will enable students to demonstrate accurate, detailed knowledge and apply legal rules to factual situations.

Textbook

The main course textbook is OCR Criminal Law for A2 by J. Martin (Hodder Arnold)

Autumn and Lent Term

Special Study

- Doctrine of precedent and statutory interpretation (revision)
- Introduction to the basic elements of a crime
- Special Study topic area, e.g. involuntary manslaughter
- Using the study materials
- Detailed research of the specialist material provided by the OCR Board
- Revision and practice examination sessions

Summer Term

Criminal Law

- Elements of a crime
- Mensrea and actusreus

- Strict Liability
- Inchoate offences
- Murder
- Manslaughter
- Non fatal offences against the person
- Theft, robbery and burglary
- Criminal damage
- Defences
- Revision and practice examination sessions

Contact Person - Miss Karoline Yates

email kay@clairescourt.com



DRAMA

GCE Drama and Theatre Studies (2240)

Exam Board: AQA

A2 outline

At A2, the specification provides candidates with the opportunity to develop skills and extend and apply knowledge gained at AS level. Candidates will demonstrate a more advanced level of performance and/or production skills alongside the ability to think independently, make judgements and refine their work in the light of research. They will also demonstrate the ability to analyse the ways in which different performance and production elements are brought together to create theatre.

The A2 specification has 2 units:

Unit 3: Further Prescribed Plays including Pre-Twentieth Century

Topic list

- Study of a set play with a choice from a variety of pre-twentieth century plays
- Study of a set play with a choice from a variety of twentieth century plays or contemporary drama

Assessment

Written Paper: 2 hours 100 marks

Weighting: 30% of total A Level marks

Study of two further set plays. One question to be answered from each of two sections: Section A: pre-twentieth century plays and Section B: twentieth century or contemporary plays.

Section B is synoptic, requiring suggestions for a complete stage realisation of a short extract from the play printed in the paper.

There is a choice from six plays for each of the two sections.

Externally set and assessed

Unit 4: Presentation of Devised Drama

Topic list

- Working in groups to develop and present a devised drama, performed in a theatrical style of their choice
- Research into a theatrical style chosen by the group for their practical work

Assessment

Weighting: 20% of total A Level marks

A performance of devised drama by a group. The assessment also includes candidates' preparatory and development work and supporting notes. Internally assessed and externally moderated.

Autumn Term

- Working in groups to develop and present a devised drama, performed in a theatrical style of their choice.
- Research into a theatrical style chosen by the group for their practical work.
- Writing the supportive notes.
- Presentation and moderation of the devised piece.

Lent Term

- Study of two further set plays. A pre-twentieth century play and a twentieth century or contemporary play.
Study should be in depth allowing the student to make suggestions for a complete stage realisation of a short extract from the play printed in the paper.

Summer Term

- Revision for the written examination

Contact Person - Mrs Maggie Olivier email mco@clairescourt.com



MUSIC



(Based on the Edexcel GCE for MUSIC: Syllabus 9MU01)

The pupils will use 'A2 Music Study Guide' published by Rhinegold, as the main text book for the course. This will be provided in September. This document should be read in conjunction with the course outline issued to the students.

Autumn Term

Unit 4: Extended Performance

The pupils will mainly work on their own with the assistance of Instrumental teachers and teaching staff. To prepare pieces lasting between 12-15 minutes.

Unit 5: Composition and Technical Study

The composition section further develops students' composition skills, leading to the creation of a final three minute piece in response to a chosen brief. Students must complete two tasks in this unit choosing from **either** one composition and one technical study **or** two compositions **or** two technical studies.

Unit 6: Further Musical Understanding

The pupils will listen to pieces from the Anthology as well as to unfamiliar pieces

Lent Term

Unit 4: Extended Performance

Work for these options will continue during the term with general assistance given where necessary.

Unit 5: Composition and Technical Study

Continue with the composing task and/or technical study

Unit 6: Further Musical Understanding

General listening will continue with emphasis being placed on the wording of questions. Anthology work will continue and the pupils will practice writing exam questions.

Summer Term

Unit 4: Extended Performance

Work for this will be recorded early in the Summer Term.

Unit 5: Composition and Technical Study

The Compositional Exercise will be completed under exam conditions.

Unit 6: Further Musical Understanding

Final preparation for the two hour exam will take place.

ASSESSMENT

Unit 4: Extended Performance

Internally marked

Unit 5: Composition and Technical Study

Externally assessed

Unit 6: Further Musical Understanding

Externally assessed

Homework: This will be set weekly. It is expected that the pupils complete background research during the year.

Contact Person – Mr A Roachemailanr@clairescourt.com



ART



The syllabus followed is - Edexcel GCE Art & Design

Endorsement Title	Specification code	Cash in Code	Unit codes
A2 – EDEXCEL Advanced GCE in Art and Design - Fine Art	3690	9FAO1	6FAO2 (Unit 3) 6FAO3 (Unit 4)

Summary of Course

The course is practically based and it encourages an adventurous and enquiring approach to art and design. Students are taught an understanding of past and contemporary art and design practice whilst producing artwork which embraces a range of ideas. The A level course aims to develop the creative potential of the individual. Work is project based and students are taught how to explore their ideas whilst developing their core skills. Projects are designed to stimulate visual awareness through pictorial research using historical and contemporary images. There is a strong emphasis on observational skills and direct experience. Students are introduced to a variety of techniques through using a wide range of media in an experimental manner. There are organised visits to the London galleries and in addition, students are expected to visit exhibitions and galleries independently. Workshops are held during the course.

There are 4 Assessment objectives which are equally weighted and form the basis of the course. Work for all AS and A2 units covers the four Assessment Objectives, and forms the basis of the course.

Students begin working on Unit 3 in Yr 12 after they return from AS examinations in June. Unit 3 is individually student based and must be completed by a deadline (Lent ½ Term). Unit 4 is externally set and there are strict time limitations for its production and completion. Units 3 and 4 require realisations for which a timed test is given. (Unit 3 'end of unit exam' is at ½ term of Lent term)

Lessons – 4 x 70 minutes – per week

Homework - 5 hours – per week

Assessment is in accordance with GCE criteria.

COURSE STRUCTURE

	AUTUMN TERM	LENT TERM	SUMMER TERM	
YR 13 A2	UNIT 3 - COURSEWORK Practical and Personal Study	UNIT 3 - COURSEWORK and End of Unit exam –(end Jan/ beginning Feb) UNIT 4 - (ESA) Early February - April To include preparatory working period.	UNIT 4 (ESA) preparatory work and 12 hour test Time allowed for prep work	Exhibition and Assessment

Summary scheme of assessment

A2	UNIT 3	30 % of A2	Externally set Internally marked Externally moderated
	<ul style="list-style-type: none"> • PRACTICALWORK • PERSONAL STUDY 		
	UNIT 4	20% of A2	Internally set Internally marked Externally moderated
	<ul style="list-style-type: none"> • EXTERNALLYSET ASSIGNMENT (ESA) 		

Assessment Objectives and Weightings

AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25%
AO2	Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	25%
AO3	Record in visual and/or other forms ideas, observations and insights relevant to intentions, demonstrating an ability to reflect on work and progress.	25%
AO4	Present a personal, informed and meaningful response demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements.	25%

YEAR 13

The A2 level is made up of Units 3 and 4. Each Unit is discreet and is assessed separately.

CONTENT

UNIT 3 – Coursework

This Unit incorporates 2 linked elements;

- **PRACTICAL WORK**
- **PERSONAL STUDY**

➤ PRACTICAL WORK

This is an opportunity for students to pursue their own ideas in a chosen area. (It is a student-selected focus). The theme or focus they chose should arise from their current interests in Art and Design, using the skills and knowledge they have acquired from previous units.

The process will involve personal research, analysis and development, resolving creative problems into a final piece. As the PRACITCAL WORK proceeds, it will provide the focus for contextual analysis in the PERSONAL STUDY.

The 'Practical' element will involve:

- Identifying and selecting a focus for personal creative ideas
- Undertaking appropriate research from primary and other sources
- Incorporating a personal study as an integral part to inform and inspire practical work
- Ideas development
- Media and process exploration
- Sustained practical investigation and ongoing review
- Realising a personal response which demonstrates connections into a final piece.

SUPPORTING STUDIES - For this unit students must combine the preparatory research for BOTH elements. Sketch books, note books, draft writing, work sheets, large scale rough studies, test pieces, maquettes, may ALL constitute supporting studies.

➤ **PERSONAL STUDY**

Work for this element requires students to produce an illustrated dissertation of a between 1000 – 3000 words on a selected aspect of **others' Art and Design**. They should select artists' work, methods and or art movements which are relevant to their **PRACTICAL WORK** to develop as a basis for the **PERSONAL STUDY**. They must establish coherent and sustainable links between their own practical work with that of historical and contemporary references. Students must be able to demonstrate an understanding of Art and Design practices and analyse the imagery of the work produced.

The study should:-

- Focus on a selected aspect of others Art and Design or Art Movement
- Make connections with the practical work for this unit
- Make selection and research which is appropriate to your investigation
- Develop a personal inquiry
- Complete an illustrated written presentation.

Students should investigate a wide range of sources. This should include gallery visits. All research should be documented and show a good understanding of their chosen theme with suitable use of critical vocabulary. They are expected to produce evidence of ongoing critical and analytical review as work progresses.

UNIT 3 – EXTERNALLY SET ASSIGNMENT (ESA)

This unit represents the culmination of the A2 course. The paper consists of one broad-based thematic starting point. Guidance is given during the preparatory period and students are encouraged to become independent in the development of their ideas, intentions and response.

The examination paper will handed out to students at ½ term of the Lent term. There will be preparation time during which supporting studies will be made. These preparatory studies will culminate in the 8 hour Test. Teaching of this unit will be planned and appropriate guidance and technical support will be given to students in order that they can reach their full potential. Students will build on their knowledge, skills and understanding gained during Unit 1. During the taught preparatory period, students will be expected to generate ideas from the theme, investigating a wide range of appropriate primary and other source. Their developing ideas and exploratory visual work will be subject to ongoing critical review. Students must respond to the set theme and produce their own creative outcome(s)

The timed element of 12 hours will be carried out over a prearranged period of time.

The Externally Set Assignment should involve the students showing of the development of visual language skills in:

- Generating a range of ideas
- Appropriate research into sources and contexts
- Primary recording and analysis of sources and contexts
- Sensitive selection and exploration of media and processes
- Development of ideas, review and refinement
- Synthesis of ideas and outcomes, which connect with appropriate contexts.

ASSESSMENT

of Coursework and Externally Set Assignment

Throughout the year the pupils' coursework will be monitored and assessed continuously. Students submit supporting studies and practical outcomes(s) based on themes and starting matter developed from personal or given starting points.

The following Assessment Criteria continue to be assessed

DEVELOPMENT, REVIEW and REFINE, RECORD and REALISE

This is in accordance with GCE criteria.

- Internal assessment, in accordance with the assessment criteria, takes place on the completion of Units 1 (at the end of the Lent Term) and Unit 2 (after the examination in June)
- Each Unit is marked out of a total of 80 marks.

- In addition, a ½ term grade and an end of term attainment and effort grade (A – E) will be given which reflects the students' overall performance to date. Students will receive a written report at the end of the Christmas term and at the end of the Lent term.
- After all Coursework and the Externally Set Assignment are completed, then **Internal Assessment** takes place in accordance with the GCSE assessment criteria.
- An External Edexcel Moderator will visit to moderate the centre's assessment.

Submissions must include;

- Supporting Studies, including sketchbook(s) and /or a range of preparatory studies
- Unaided work produced under examination conditions in a period of 8 hours

All 4 assessment objectives must be addressed in this unit.

Both Units 1 and 2 will be internally marked and externally moderated.

Contact Person - Mrs Jan Price

email jcp@clairescourt.com



Students will be following the Art and Design (Photography) Specification using the AQA examination board. Course Code - 2200

This A2 qualification consists of two examined units;

A coursework unit, referred to as the 'Personal Investigation – 50% marks

An externally set assignment – 50% marks

Course Structure

The course is primarily practical, where students work on their own projects. However to acquire the necessary specialist skills and have an understanding of the history and growth of photography, there will be some structured theory lessons and workshop sessions. At A2 level, the students are expected to work more independently, with much of their journal ('sketchbook') work being completed outside lesson time.

Coursework Unit ARTF3 – The Personal Investigation – Deadline Fri 18 Feb 2011

This unit should consist of an in-depth, carefully planned and presented project that demonstrates an advanced understanding of photographic technique. Within this advanced unit of work there should be written material between 1000 and 3000 words that will be used to assess the candidates ability to communicate their ideas using clear well written language, including the use of specialist terminology. This written work, together with their practical projects, should show their ability to carry out independent research plus a capacity to analyse and evaluate both their work and that of others.

Students can work on any area, theme or issue including the fundamental topics such as portraiture, landscape, still life, photojournalism and experimental imagery.

Although the use of image manipulation software is often seen as being an important aspect in digital imaging, it is vital that students understand and demonstrate good photographic technique before using computer software as a means of producing abstract graphical representations. It is assumed that all the basic skills that were acquired at AS are evident in their practical work; but in addition they are now expected to demonstrate and explore more advanced techniques of exposure control, depth of field, lighting and composition.

Externally Set Assignment ARTF4 – Deadline Tue 24 May 2011

Students are required to respond to a choice of questions set by the examining board. These questions will be available in early February when they can start to carry out research and preliminary studies. This will be followed by a 15 hour timed and supervised controlled test in early May.

For both units of work, marks are given in accordance of assessment objectives laid down by the QCA. Both units are marked internally but are then checked by an external moderator.

Contact Person – Mr M Crawley. email mic@clairescourt.com



DESIGN TECHNOLOGY

Edexcel A2 Product Design (8108)

Lessons: (x4) 70 minutes – per week.

Homework: 2-3 hours – per week.

Assessment: is in accordance with the GCE criteria.

Course Summary

The Edexcel GCE in Design and Technology has been designed to provide opportunities for students to develop their creativity, capability and entrepreneurial skills; to apply knowledge and understanding to a range of technological activities and to develop critical thinking and collaborative skills. In particular, the aims of the GCE qualifications in Design and Technology allow students to:

- develop and sustain innovation, creativity and design and technology capability, to recognize constraints and to produce high quality products.
- develop critical understanding of the influences of the processes and products of design and technological activity from a historical perspective and in current practice.
- apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices.
- use information and communications technology (ICT) to enhance their design and Technological capability.
- recognize the social, moral, spiritual and cultural values inherent in design and Technological activity, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, social and cultural contexts.
- develop as discerning consumers able to make informed choices.
- develop positive attitudes of co-operation and citizenship and work collaboratively.

Product Design

Assessment for Unit 2: Knowledge and Understanding of Product Design

Unit	Level	Component	Time	Mark Allocation
2	AS	Examination Paper	1.5 hours	80 marks

• Unit 2

will be assessed through an examination set and marked by Edexcel.

- There will be a 1.5 hour examination paper.
- The examination will be available in the summer of each examination series.
- The paper will be a question and answer booklet.

Knowledge, understanding and skills

All AS and GCE Advanced level specifications in design and technology require students to cover design and technology skills, knowledge and understanding.

The GCE AS level specification includes appropriate knowledge, understanding and skills as set out in the context of:

- Materials, components, and their uses
- Industrial and commercial practices
- Product development.

A2

Unit 3: Designing for the Future

Unit Code 6RM03

40% of the total A2 marks
20% of the total GCE marks

In this unit students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. The modern designer must have a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products. They must also be aware of the important contributions of designers from the past which may provide inspiration for future design.

It is increasingly important that students develop an awareness of the impact of design and technological activities on the environment. Sustainable product design is a key feature of modern design practices.

Unit 4: Commercial Design

Unit Code 6RM04

60% of the total A2 marks
30% of the total GCE marks

In this unit students are given the opportunity to apply the skills they have acquired and developed throughout this course of study, to design and make a product of their choice that comply with the requirements of either a resistant materials technology product **or** a graphic products, depending on the route they are studying.

In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution.

The choice of design problem should have a real commercial use, in that it should be useful to a wider range of users beyond an individual, unless it has been specifically commissioned as a 'one-off'. The design problem should provide opportunities for a client or user-group to have input into decision making at various stages of the design and make process.

A client or user-group is defined as any third party identified by a student, that is referred to and who can give informed critical feedback at various stages throughout the design process. Clients and user-groups do not need to be specialists or experts; they can be drawn from any relevant group of people and may include other students, friends or family members.

A key feature of this unit is that students consider issues related to sustainability and the impact their product may have on the environment. A student may choose to design and make a sustainable product, but if they do not, they should still consider the issues of sustainability at relevant points in their designing and making activities. Sustainable issues include materials production and selection, manufacturing processes, use of the product and its disposal/recycling.



FOOD TECHNOLOGY



Exam Board : AQA

This course has been designed to encourage candidates to take a broad view of technology and design in a modern society. They will gain an appreciation of the relationship between design, food materials and food marketing. They will be encouraged to communicate design thinking clearly including graphical presentation.

Candidates will have followed this course for one year as an Advanced Subsidiary (AS Level) and now will continue their studies for a further year to extend their course to Advanced GCE Level.

Units of Assessment

Level	Unit	Assessment Method	Weighting	
			AS	A Level
AS	1: Materials, Components and Application.	Written Exam (2 hr)	50%	25%
AS	2. Learning through Design and Making.	Coursework (50 hrs)	50%	25%
A2	3. Design and Manufacture	Written Exam (2 hr)		25%
A2	4. Design and Making Practice	Coursework (60 hrs)		25%

A2 Unit 3: Food Design and Manufacture

A. Materials and Components Nutrition, chemical structure and working characteristics of:

- Protein
- Fats and oils (lipids)
- Carbohydrates (sugar, starch, NSP)

Food Science:

- Emulsions, foams, suspensions, gels in food products
- Gelatinisation of starch. Modified starch
- Sauce, cake, biscuit, pastry and bread making

Food additives

The effect of food processing on the nutritive value of foods

Use of micro-organisms in food manufacture (Quorn, cheese)

Enzymes and Browning

Food Spoilage and Food Poisoning
Microbiological risk assessment

- B. Design and Market Influences
- Food product development and product analysis
 - Product life-cycles
 - Studying an existing product
 - Stages of food product development
 - Use of ICT in the food industry
 - Marketing food products
 - Health and Safety (including HACCP)
 - Influence of D&T in society (Social, Moral, Environmental)
- C. Processes and Manufacture
- Preservation methods and extending the shelf-life of foods
 - and their effects on the aesthetic, sensory, physical and nutritional quality of food.
 - Quality Assurance and Quality Control
 - Systems and Controls in the food industry
 - Food Legislation

A2 Unit 4: Design and Making Practice

This is a design and make unit where knowledge of the AS and A2 subject content is applied.

Students produce a 'Design and Manufacture' project. The six areas of assessment are:

	MAXIMUM MARK
1. Context and Objectives	5
2. Plan of action and clarification of the problem	8
3. Development of design proposal	26
4. Making/ Modelling	26
5. Conclusion, Evaluations and Recommendations	12
6. Communication and Presentation	8
Total	85

Summary

This course aims to offer students the opportunity to

- Apply acquired knowledge and understanding to the solution of practical problems (that arise in everyday life and in commerce and industry).
- Gain personal satisfaction and a positive experience from working with a variety of food materials
- Develop independent learning skills, creativity and innovation through practical problem solving processes.
- Use information and ICT to enhance their design and technological capabilities.

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